

3rd Grade Weekly Lesson Plans

Date 11/7-11/11	Monday	Tuesday	Wednesday	Thursday	Friday
7:55-8:15 Breakfast/Morning Meeting	Breakfast Morning Announcements Good Things	Breakfast Morning Announcements Good Things	Breakfast Morning Announcements Good Things	Breakfast Morning Announcements Good Things	Breakfast Morning Announcements Good Things
8:15-8:30 Math	Lesson 5 Session 4: Refine	Lesson 5 Review	Lesson 5 Review	All teachers off Campus for training.	Watch Understand Multiplication Part 2
8:15-9:00 Math Small Groups	Review multiplication concepts: arrays, tiles, equations. Students not in a group will work on math i-ready pathway.	More practice with multiplication concepts: arrays, tiles, equations. Students not in a group will work on math i-ready pathway.	More practice with multiplication concepts: arrays, tiles, equations. Students not in a group will work on math i-ready pathway.	More practice with multiplication concepts: arrays, tiles, equations. Students not in a group will work on math i-ready pathway.	More practice with multiplication concepts: arrays, tiles, equations. Students not in a group will work on math i-ready pathway.
9:00-9:40 WIN Time	WIN Groups	WIN Groups	WIN Groups	WIN Groups	WIN Groups
9:40-10:30 Math	Lesson 5 Session 4: Refine Students will solve word problems involving multiplying with 0, 1, 2, 5, and 10 and then discuss and confirm their answers with a partner. IP Pg 122- 123 #3-6 19 pts	Lesson 5 Vincent- Quiz Adams and Kreis Off Campus for training.	Lesson 5 Vincent- Off Campus for training. Adams and Kreis Quiz	All Teachers off Campus for Training	Lesson 6 Session 1: Explore Multiplying with 3, 4, 6 Students use what they know about arrays and multiplying with 1 and 2 to explore multiplying with 3. They share models to explore different ways of finding a product. They will look ahead to think

					about how to break apart a multiplication problem to make it easier to solve.
10:30-11:10 Activity	PE	Music	Art	Library	MicroTime
11:20-12:00 Lunch/Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
12:00-12:20 Phonics	<p>Lesson 8: Closed, Schwa Multisyllable Day 5 / Review:</p> <p>Morphology: Review and apply</p> <p>Sentence Dictation: <i>Use an atlas to find facts about distant lands.</i></p> <p>Comprehension question practice</p> <p>Encoding practice</p> <p><u>Objective:</u> Students demonstrate understanding of schwa multisyllable patterns by correctly</p>	<p>Lesson 8: Closed, Schwa Multisyllable Day 5: ASSESSMENT</p> <p><u>Objective:</u> Students demonstrate understanding of schwa multisyllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Unit 2 test review day: Closed, simple Closed, complex Closed, schwa multisyllable</p> <p><u>Objective:</u> Students demonstrate understanding of schwa multisyllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Unit 2 test review day: Closed, simple Closed, complex Closed, schwa multisyllable</p> <p><u>Objective:</u> Students demonstrate understanding of multisyllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>	<p>Unit 2 ASSESSMENT: Closed, simple Closed, complex Closed, schwa Multisyllable</p> <p><u>Objective:</u> Students demonstrate understanding of multisyllable patterns by correctly identifying, reading, and writing pattern words in isolation and in passages.</p>

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<p>12:20-1:50 Wit & Wisdom</p>	<p>Read Aloud: <i>Shark Attack</i> <i>The Gulf Stream</i> Module 1 Lesson 19 Essential Question: Why do people explore the sea? Focus Question: Why and how do scientists explore sea creatures? Content Framing Question: Wonder: What do I notice and wonder about the first two chapters of <i>Shark Attack</i>? Craft Question: Experiment: How does listening with wonder work? Learning Goals: Ask and answer questions based on a text. Use the text and photographs to</p>	<p>Read Aloud: <i>Shark Attack</i> Module 1 Lesson 20 Essential Question: Why do people explore the sea? Focus Question: Why and how do scientists explore sea creatures? Content Framing Question: Organize: What is happening in <i>Shark Attack-The Facts</i>? Craft Question: Examine: Why is it important to develop a topic with facts, definitions and details? Learning Goals: Identify the main idea and key details in a selected excerpt from <i>Shark Attack-The Facts</i> Identify the facts, definitions, and details</p>	<p>Read Aloud: <i>Shark Attack</i> Module 1 Lesson 21 Essential Question: Why do people explore the sea? Focus Question: Why and how do scientists explore sea creatures? Content Framing Question: Reveal: What does a deeper exploration of text features in "Sharks and Safety" reveal about the chapter? Craft Question: Examine: Why is it important to use facts, definitions and details? Learning Goals: Use text features to locate information related to shark safety.</p>	<p>Read Aloud: <i>Shark Attack</i> Module 1 Lesson 22 Essential Question: Why do people explore the sea? Focus Question: Why and how do scientists explore sea creatures? Content Framing Question: Reveal: What does a deeper exploration of text features reveal in this text? Craft Question: Experiment: How does using facts, definitions and details work? Learning Goals: Use text features, including photographs, to locate and use information efficiently. Take brief notes and</p>	<p>Read Aloud: <i>Shark Attack</i> Module 1 Lesson 23 Essential Question: Why do people explore the sea? Focus Question: Why and how do scientists explore sea creatures? Content Framing Question: Distill: What is the essential meaning of <i>Shark Attack</i>? Learning Goals: Identify the main idea in a passage of <i>Shark Attack</i>! Using the main idea and details from the text, explain the dangers and benefits of studying sharks.</p>

	<p>answer questions about sharks and to develop new questions.</p> <p>Deep Dive: Clarify the precise meaning of <i>habitat</i>.</p>	<p>in the exemplar paragraph.</p> <p>Deep Dive: Define and use the words predator and prey.</p>	<p>Develop a topic with facts, definition, and details.</p> <p>Deep Dive: See word relationships within a continuum to distinguish shades of meaning.</p>	<p>sort evidence into categories. Develop a topic with facts, definitions and details.</p> <p>Deep Dive: Identify real life connections between words about ocean food chains and their use.</p>	<p>Deep Dive: Identify real-life connections between words and their use.</p>
<p>1:50-2:10 Teacher Monitored Recess</p>					
<p>2:10-2:50 Reading Small Groups</p>	<p>One on One conferences with students on FQT 2, other students work on Lexia on their Ipads</p>	<p>One on One conferences with students on FQT 2, other students work on Lexia on their Ipads</p>	<p>One on One conferences with students on FQT 2, other students work on Lexia on their Ipads</p>	<p>Multisyllable encoding practice in Small groups, other students work on Lexia on their Ipads</p>	<p>Multisyllable encoding practice in Small groups, other students work on Lexia on their Ipads</p>
<p>3:00- Dismiss Walkers</p> <p>3:02-3:25- Dismiss Car Riders, Van Riders, Bus Riders</p>					